

The Role of Parents in Supporting Student Motivation and Discipline at Muhammadiyah Maumere Senior High School

Salmawaty^{1*} , Vinsensius Herianto Ndori¹ , Nurul Adna Pratiwi² , Ifa Sutari¹ 

¹ Universitas Muhammadiyah Maumere, Indonesia

* Author Correspondence

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Abstract

Students' academic success is not only determined by the role of teachers and educational institutions, but also by the active contribution of parents. This research aims to find out the role of parents in supporting the motivation and discipline of students at Muhammadiyah Maumere Senior High School. This research uses a case study method using a qualitative approach. Data collection techniques using interviews and observations. The research subjects were parents and students. Then the data were analyzed using thematic analysis techniques, consisting of several stages, namely: (1) transcription of interview results, (2) open coding to find important meanings, (3) grouping codes into thematic categories, and (4) interpretation of themes relevant to the research objectives. The results of this study show that the role of parents in the form of emotional support, learning assistance, and supervision of academic activities at home has a positive effect on students' motivation and responsibility for learning. This research highlights the importance of collaboration between families and schools in creating a conducive learning environment. The findings are expected to serve as a basis for policy development and school programming that prioritizes active parental participation in the education process. This research opens up opportunities for exploration of the forms of family involvement in Indonesia's diverse social and cultural contexts.

Contact : Corresponding author  e-mail: salmawatyunimof@gmail.com

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Introduction

Education serves as a fundamental pillar in the development of high-quality human resources. In this context, learning motivation plays a significant role in students' academic achievement. Learning motivation is understood as both internal and external drives that encourage students to actively engage in the learning process and undergo positive behavioral changes. One of the most influential external factors affecting students' learning motivation is parental involvement, particularly in providing emotional support and consistent academic guidance (Rosyadi, 2024). Parental roles extend beyond the provision of learning facilities to the creation of a home environment conducive to fostering students' enthusiasm for learning. Through such involvement, students tend to develop greater mental and emotional readiness to face academic challenges.

Parental involvement in enhancing students' learning motivation has increasingly gained attention within the context of education in Indonesia. This phenomenon is also observed at Muhammadiyah Senior High School Maumere, where preliminary observations indicate a low level of parental participation in school activities, particularly during formal school meetings. Most parents attend only one or two meetings per academic year and do not exhibit consistent engagement. The lack of two-way communication between parents and teachers also hampers the monitoring of students' academic progress. In fact, active parental involvement in the educational process has been shown to strengthen students' motivation and discipline. These findings align with a study by Syamsu Rijal, Rukiyanto, and Siminto (2024) in Central Java, which demonstrated a positive correlation between parental involvement and student discipline. Considering the unique local context of Maumere, further investigation is necessary to develop strategies that align with the region's social and cultural characteristics. Observational data reveal that most parents work in the informal sector, which limits their time and capacity to engage directly in school-related activities. Therefore, this study aims to explore contextually relevant forms of parental involvement. This is also supported by Wahyuni and Mangunsong (2022), who found that despite variations in parents' social backgrounds and education levels, emotional involvement plays a significant role in shaping students' perceptions of their academic achievement.

Parental involvement in education can be understood as active participation in guiding and monitoring children's learning processes, both at home and at school. This involvement includes emotional support, academic guidance, and participation in various school activities that engage both students and their parents. Research by Jalaluddin, Mahardani, and Sartika (2024) indicates that parental motivation significantly enhances students' enthusiasm for learning. This finding is supported by Mas'ud et al. (2025), who highlight differences in levels of parental involvement based on families' socioeconomic status. Furthermore, Hyder and Anbar (2025) conclude that parental involvement contributes significantly to students' academic success. Thus, parental engagement emerges as a key factor in fostering a supportive learning environment.

Based on the background and previous findings, this study aims to address the main research question: *How do parents contribute to supporting students' motivation and discipline at Muhammadiyah Senior High School Maumere?* In line with this question, the objective of this

research is to gain an in-depth understanding of the forms and contributions of parental involvement in fostering students' motivation and discipline in the school context.

Global studies have consistently shown that parental involvement is a key factor in improving students' academic achievement (OECD, 2022). A meta-analytic study involving 2,151 respondents in Indonesia revealed that the dimensions of "learning at home" and "volunteering" contribute positively to academic performance, particularly in mathematics and language subjects (K. Yulianti, Denessen, & Droop, 2023). However, at the national level, data from the Ministry of Education, Culture, Research, and Technology (Kemendikbudristek, 2023) indicate that only around 42% of parents are actively involved in supporting their children's learning at home. This low level of involvement may hinder the emotional and academic support needed by students. Fatimaningrum (2022), through a meta-analytic approach, also found that parental involvement has a significant impact on academic achievement. This finding is supported by Fitria and Pangesti (2023), who highlighted the critical role of parental support in online learning among low-income families. Additionally, Çelik (2024) emphasized that autonomy support from parents positively correlates with adolescents' academic motivation. Gu, Hassan, and Sulaiman (2024) further identified the mediating role of parental involvement in students' academic success. Therefore, parental involvement stands as a strategic component in efforts to improve the quality of national education.

Low levels of parental involvement are also evident at Muhammadiyah Senior High School Maumere. Preliminary observations indicate that parental participation in school meetings remains limited; most parents attend only one or two meetings per academic year and do not demonstrate consistent engagement. Moreover, two-way communication between parents and teachers is still minimal, with many parents not actively inquiring about their children's academic progress. Yet, parental involvement in school activities has considerable potential to enhance students' motivation and discipline. This finding aligns with a study by Syamsu Rijal, Rukiyanto, and Siminto (2024) in Central Java, which reported a positive correlation between parental involvement and student discipline. Considering the unique social and cultural context of Maumere, a more in-depth investigation is needed to develop contextually appropriate strategies for enhancing parental engagement. Observational data also reveal that most parents work in the informal sector, which limits their time and opportunity to participate actively in school activities. Therefore, this study aims to explore forms of parental involvement that are relevant to these local conditions. This is consistent with the findings of Wahyuni and Mangunsong (2022), who emphasize that despite variations in parents' social background and educational attainment, emotional involvement continues to play an important role in shaping students' perceptions of academic success.

Parental involvement is understood as active participation in supporting and monitoring children's learning processes, both in domestic and institutional settings. This involvement includes emotional support, academic guidance, and participation in various school-related activities. Jalaluddin, Mahardani, and Sartika (2024) found that parental efforts to motivate their children positively influence students' enthusiasm for learning. This finding is reinforced by Mas'ud et al. (2025), who highlighted that the level of parental involvement varies depending on the family's socioeconomic status. Furthermore, Hyder and Anbar (2025) emphasized that parental involvement significantly contributes to students' academic

achievement. Thus, the concept of parental involvement is a key element in shaping students' learning motivation and discipline. This conceptual framework serves as the foundation for this study to explore the dynamics of parental involvement in the local context of Maumere. The approach adopted in this research is tailored to the diversity of involvement forms identified in the field.

Although numerous studies have explored parental involvement in education, a significant research gap remains, particularly concerning the context of Eastern Indonesia. Most existing research has focused on high-performing schools located in major urban centers, especially on the island of Java. As a result, schools in regions such as East Nusa Tenggara, including Maumere, have been largely overlooked. Arwen (2021) emphasized the importance of parental involvement in improving students' academic achievement, but did not specifically address the context of families from lower socioeconomic backgrounds. To date, there is a lack of comprehensive literature mapping concrete forms of parental involvement in supporting students' motivation and discipline in this region. In fact, local socio-economic and cultural factors may significantly influence patterns of parental engagement. Nurnisaa and Lestari (2025) highlighted the differences in parental involvement between urban and rural areas, noting that despite disparities in access to education, emotional support from parents consistently exerts a positive influence on students. Therefore, a qualitative case study approach is essential to explore the meaning and forms of parental involvement within the local context. Findings from Eastern Indonesia may differ from those of previous national-level studies. Thus, this study is expected to contribute a more contextual and applicable perspective to the body of literature on parental involvement.

This study holds significance both academically and practically. From an academic perspective, its findings are expected to enrich the literature on parental involvement, particularly in resource-limited and underserved regions. Practically, the results can serve as a foundation for the formulation of more inclusive and context-sensitive school policies. Irawati (2023) demonstrated that parental involvement plays a crucial role in supporting student achievement at the junior secondary level (Madrasah Tsanawiyah). Similarly, Magfiroh et al. (2025) emphasized the importance of parental engagement in the context of primary education. Both studies highlight the need for family engagement strategies that are specific and tailored to the local context. Through a community-based approach, schools can foster stronger partnerships with parents, particularly in economically challenged areas such as Maumere. The empirical data generated from this study is expected to inform locally grounded education policy recommendations. Thus, this research is both relevant and impactful for all stakeholders involved in education.

Based on the background and previous findings, this study formulates the main research question as follows: *How do parents engage in enhancing students' academic achievement at Muhammadiyah Senior High School Maumere?* This question addresses two key aspects—learning motivation and academic discipline—both of which are strongly influenced by students' interactions within the home environment. Hyder and Anbar (2025) assert that both emotional and instrumental parental support have a significant impact on children's academic success. In this context, the research question is not merely descriptive but also exploratory, aiming to gain an in-depth understanding of parental involvement patterns within the local

setting. Thus, this problem formulation serves as a solid foundation for designing appropriate data collection strategies and analytical approaches. Such a framework is expected to yield contextual, relevant, and applicable findings that can inform community-based educational policies.

This study aims to identify and describe the contributions of parents to students' learning motivation and discipline at Muhammadiyah Senior High School Maumere. Mas'ud et al. (2025) emphasized the importance of aligning parental engagement strategies with families' socioeconomic conditions to ensure more targeted and effective interventions. Theoretically, this research contributes to the body of literature on family education, particularly in the context of underdeveloped, frontier, and outermost regions (known in Indonesia as 3T areas). Practically, the findings can be utilized by schools to design more effective partnership policies with parents. Such policies may include training programs, counseling sessions, or structured two-way communication forums between teachers and parents. The study also holds relevance for educational stakeholders at the regional level as well as local communities. Another key objective is to foster collective awareness that parents are not merely logistical supporters but strategic partners in enhancing educational quality. With this achievement, the quality of education at Muhammadiyah Senior High School Maumere is expected to improve in a sustainable manner.

Method

This study employed a qualitative approach using a case study method to gain an in-depth understanding of parental involvement in enhancing students' academic achievement. Participants were selected through purposive sampling and consisted of two parents and two students from Muhammadiyah Senior High School Maumere who actively participated in the learning process and represented varying levels of parental involvement. The selection criteria included students in grades X and XI with moderate to high academic performance, and parents who were directly involved in supporting their children's learning at home and at school. Data were collected through in-depth interviews and participant observation. Each participant was interviewed twice, with each session lasting approximately 30 to 45 minutes. The interview guide was developed based on Epstein's six dimensions of parental involvement: parenting, communicating, volunteering, learning at home, decision making, and collaborating with the community. Observations were conducted in both home and school environments to capture real-life interactions between parents and children within academic contexts. To ensure data validity, source triangulation was applied by comparing data from interviews, observations, and students' academic records. Member checking was also conducted by asking participants to verify the researchers' interpretations to ensure alignment with their lived experiences. Thematic analysis was used to analyze the data through several stages: (1) transcribing interview data, (2) open coding to identify significant meanings, (3) categorizing codes into thematic clusters, and (4) interpreting themes relevant to the research objectives. The analysis was conducted iteratively to ensure depth of meaning and contextual relevance to the local setting of Maumere.

Results and Discussion

Results

Parental involvement in supporting students' motivation and academic discipline at Muhammadiyah Senior High School Maumere is found to be highly significant. Parents function as motivators, facilitators, and role models in their children's educational journey. Consistent and positive parental support enhances students' enthusiasm for learning, helps them manage their study time effectively, and contributes to the creation of a conducive learning environment at home.

One key role of parents as motivators is expressed through emotional and verbal encouragement, such as providing motivation, recognizing academic efforts, and monitoring learning activities. This encouragement often takes the form of simple questions or daily reminders that are non-judgmental in nature. One student shared:

"I feel happy knowing that my parents care. For example, my mother asks whether I've done my homework or not, and I feel embarrassed if I haven't done it." (*Student A, Informant 1*).

This statement illustrates how parental attention, even when expressed in simple forms, can foster a sense of being valued. This feeling of appreciation serves as a consistent motivator for learning. Moreover, such attention contributes to the development of academic discipline, as students feel a moral responsibility to meet their parents' expectations.

Parents also serve as role models in shaping students' discipline and learning attitudes. Even those with limited formal education can act as positive examples through their consistency, discipline, and perseverance in supporting their children's learning. This role is demonstrated by a willingness to spend time with their children and to maintain structured learning routines at home. These findings suggest that parental involvement does not rely solely on educational background, but rather on the sincerity and emotional presence parents provide in the learning process. One informant expressed:

"I can't help my child with school lessons, but I always remind them to study and ask if they have any homework." (*Mother M, Informant 4*).

This quote highlights that even simple forms of involvement, such as reminders and daily check-ins, can significantly impact a child's motivation and academic discipline.

Parents' roles in supporting their children's education go beyond instructional assistance; they also involve helping children navigate academic challenges. Parents contribute by aiding in the understanding of difficult subject matter, offering solutions when problems arise, and maintaining consistent study routines. This form of involvement highlights the importance of parental presence in both emotional and functional dimensions of learning. A housewife shared her experience:

"I didn't finish elementary school, but I always ask my child about their lessons today—whether they have homework or not." (*Mother R, Informant 2*).

Meanwhile, a father who works as a laborer stated:

“Even though I come home late from work, I wake up very early so I can ask my child about their school assignments.” (*Father H, Informant 3*).

These statements reflect that parental involvement does not necessarily require academic expertise, but rather a consistent presence and commitment to their children’s learning journey. Such support serves as a meaningful form of supervision that helps students overcome academic difficulties.

Providing recognition for children’s efforts and achievements whether through praise, gifts, or other forms of appreciation is an effective strategy for enhancing learning motivation. This practice not only reinforces positive behavior but also has a direct impact on students’ academic discipline. When parents offer recognition, it encourages children to become more responsible and organized in managing their study time.

Observational data revealed that students who regularly receive attention and recognition tend to demonstrate better learning readiness and exhibit more positive learning attitudes than those who do not. Furthermore, the findings suggest that this form of parental involvement is not directly influenced by socioeconomic status, but rather by the parents’ willingness and awareness to support their children’s education.

Discussion

This discussion is structured around the main findings of the study, categorized into four major themes. Each finding is analyzed in relation to relevant theories and previous studies, in order to strengthen the argument and demonstrate the scholarly contribution of this research within its local context. One of the most prominent forms of parental involvement identified in this study is providing encouragement and motivation for learning. This type of support emerges through simple communication that reflects parental care and concern for the child’s learning process. One student shared:

“I feel happy knowing that my parents care. For example, my mother asks whether I’ve done my homework or not, and I feel embarrassed if I haven’t done it.”

(*Student A, Informant 1*).

This quote illustrates that even non-instructional parental attention can have a strong emotional impact on students. The feeling of embarrassment when failing to complete schoolwork reflects the activation of intrinsic motivation, triggered by emotional engagement from parents. Such encouragement becomes a source of internal, consistent, and sustainable motivation.

This finding is consistent with the argument by Utari et al. (2024), who stated that parents who actively provide encouragement, attention, and guidance can create a supportive learning environment. In such circumstances, students feel accompanied, guided, and motivated, which prevents the learning process from feeling isolating. In contrast, a lack of parental involvement often has a negative impact on both the quality of the learning process and academic outcomes. When support from the home environment is minimal, students tend to struggle in developing self-motivation and academic discipline.

Therefore, emotional encouragement from parents holds strategic value, particularly in lower-middle socioeconomic contexts such as Maumere. Simple, routine communication

patterns can represent meaningful and sustainable support, without requiring high academic capacity from the parents. This indicates that the quality of parental involvement is more strongly shaped by awareness and commitment than by formal educational background.

Parents play a vital role as role models in shaping children's discipline, enthusiasm for learning, and perseverance in facing challenges. This role is not determined by formal education levels, but rather by the consistency and sincerity of their involvement in their children's education. Even parents with limited educational backgrounds can serve as positive examples through simple habits, such as making time to assist with schoolwork or establishing a consistent study routine at home. One informant explained:

"I can't help my child with school lessons, but I always remind them to study and ask whether they have any homework."

(Mother M, Informant 4).

This statement highlights that involvement does not necessarily require academic assistance, but instead lies in consistent presence, attention, and supportive daily routines.

Marzuki and Agung (2022) emphasize that parents play a significant role as behavioral models, as children tend to imitate what they observe from their parents. Therefore, parents must instill good habits and demonstrate positive behaviors on a daily basis. Such role modeling should begin early, particularly during the developmental stages, as it strongly influences the formation of children's character and personality in the long term.

Parental involvement goes beyond encouragement; it also includes direct support in helping children overcome academic challenges. Parents may assist their children in understanding difficult material, offer alternative solutions when problems arise, and maintain a consistent learning routine at home. This type of involvement represents non-instructional supervision, emphasizing emotional presence and daily commitment to the child's educational process. A housewife expressed:

"I didn't finish elementary school, but I always ask my child how their lessons went today and whether they have any homework." *(Mother R, Informant 2).*

Meanwhile, a father working as a day laborer stated:

"Even though I get home late at night, I wake up very early so I can ask my child about their school assignments." *(Father H, Informant 3).*

These statements illustrate that effective parental supervision does not require academic expertise, but rather consistent and sincere daily attention. The emotional presence of parents provides a sense of security and motivation for children to persist in their learning, even amid limitations. These findings align with Firmansyah (2021), who emphasized that parents often demonstrate a high level of awareness toward their children's learning difficulties by accompanying and supporting them wholeheartedly. Moreover, parents consistently offer encouragement and advice, fostering a sense of responsibility and internal motivation within children to engage in learning and pursue academic goals.

Forms of appreciation such as rewards including praise, gifts, or other symbolic gestures have been shown to enhance students' learning motivation. Parental use of rewards has a direct impact on children's academic discipline. Children become more responsible and better organized in managing their study time. Based on observations, students who receive consistent attention and appreciation from their parents tend to demonstrate greater readiness and a more positive learning attitude compared to those who do not.

These findings suggest that this form of parental involvement is not directly influenced by socioeconomic status, but rather by the willingness and awareness of parents to support their children's learning. This aligns with Fadillah and Ida (2021), who found that the most frequently used motivational strategy among teachers was the use of rewards, followed by attention and punishment all of which, especially rewards, had a significant impact on students' learning motivation.

Furthermore, Wulandari and Vevi (2024) found that: (1) the provision of rewards for early childhood children in Taluk Village, South Pariaman Subdistrict, was relatively low; (2) the level of discipline among early childhood learners in the area was also suboptimal; and (3) there was a significant correlation between parental use of rewards and the discipline of children aged 5–6 years. Based on these findings, they recommend the importance of reward-based parenting strategies to improve children's discipline from an early age. These studies reinforce the argument that appreciation is an effective form of parental involvement in shaping children's academic behavior and discipline.

The findings of this study indicate that emotional attention from parents such as asking about homework or reminding children of their study schedule has a significant impact on students' learning motivation. Although seemingly simple, this form of attention fosters a sense of being valued and supported, which enhances students' enthusiasm for learning. Research by Hyder and Anbar (2025) similarly found that emotional support from parents plays a substantial role in shaping students' self-confidence and academic engagement. Therefore, consistent parental attention, even when non-academic in nature, can contribute meaningfully to the creation of a supportive and growth-oriented learning environment.

These findings are further supported by the study of Rizkia Nurul Wafa and Ibnu Muthi (2024), who emphasized the importance of parents' emotional participation in both online and offline learning contexts. Emotional involvement is seen as a more stable and enduring form of support for students' learning development compared to material assistance alone. Additionally, Chandra et al. (2021) reported that parental involvement in fostering emotional-affective support for learning significantly contributes to the development of students' academic self-confidence. Collectively, these findings suggest that emotional attention is a key factor in sustaining student motivation and long-term academic success.

Regular parental supervision such as ensuring that children study consistently and are aware of their school assignments contributes to the establishment of a structured and consistent home learning routine. This form of non-instructional oversight fosters students' discipline and sense of responsibility in managing their academic tasks. These findings reinforce Utami's (2022) study, which concluded that parental involvement in academic supervision at home positively contributes to students' learning outcomes. Notably, this supervision does not require direct assistance with academic content. Rather, it manifests through parental presence

and concern, which serve as strong emotional motivators. This is further supported by the study of Amelia, Rahmah, and Santana (2025), who found that regular communication between parents and children significantly improves academic achievement. Thus, consistent and communicative parental supervision emerges as one of the most effective forms of involvement in supporting students' learning processes.

This study found that parents' formal educational background is not the primary determinant of their involvement in their children's education. This finding supports the argument of Fatimaningrum (2022), who emphasized that consistent parental attention and emotional involvement are more influential than educational attainment. Similarly, Irawati (2023) found that parents with limited formal education can still play a significant role in supporting their children's learning at home. This insight is particularly relevant in local contexts such as Maumere, where most parents work in the informal sector and have limited access to formal education. Despite this, their high level of involvement—driven by commitment and care—proves to contribute meaningfully to students' academic processes. This aligns with the findings of Magfiroh et al. (2025), who noted that parental involvement at the primary education level has a significant impact on students' academic achievement. Therefore, a parental approach based on awareness, emotional closeness, and regular engagement is more critical than formal educational background alone.

Consistent parental involvement has a direct impact on students' learning discipline. Students who receive regular supervision and attention from their parents tend to be more organized in managing their study time and exhibit a more positive attitude toward school activities. Yulianti et al. (2023) emphasized that learning motivation developed through family interactions serves as a critical mediator in shaping students' academic achievement. However, parental involvement alone is not sufficient; support from schools is also essential in fostering effective collaboration between families and educational institutions. A study by Sisilia Densiana, Tanti Diyah Rahmawati, and Magdalena Dhema (2023) found that the use of innovative instructional media supported by schools significantly enhances students' academic performance. Similarly, Nuniati, Prasetyo, and Jufriansah (2021) concluded that the use of *Higher Order Thinking Skills*-based student worksheets can improve both students' motivation and learning independence. Therefore, synergy between parental involvement and school support is crucial in building a holistic and effective learning environment.

Based on the findings presented, it can be concluded that parental involvement both in the form of emotional support and academic supervision has a significant positive impact on students' motivation and academic discipline. This study reinforces the argument that emotional support from the family serves as a key factor in shaping students' intrinsic motivation and self-regulation (Çelik, 2024). These findings are further supported by Thamrin et al. (2024), who demonstrated that parental involvement in educational management directly contributes to increased academic motivation among students.

Studies conducted during the period of distance learning also corroborate these results. Mau Kasi, Suparno, and Asib (2021) reported that parental supervision and guidance during online learning in the pandemic period were strongly correlated with improved student achievement. Similarly, Sari and Maningtyas (2020) showed that parental involvement in online learning played an essential role in fostering a conducive learning environment and enhancing

students' self-confidence. Moreover, Lim (2021) found that parental educational attainment significantly moderates the positive effect of parental involvement on academic achievement. Therefore, regardless of their educational background, parents remain a vital pillar in supporting students' learning success, especially in regions with limited resources such as Maumere.

Nonetheless, this study has certain limitations, particularly the small number of participants and the focus on a single research site Muhammadiyah Senior High School Maumere. These limitations constrain the generalizability of the findings, which remain context-specific. Therefore, future studies are recommended to adopt a broader scope by including a more diverse range of participants across multiple schools or regions. Additionally, the use of more varied data triangulation methods such as a combination of participant observation, document analysis, and in-depth interviews involving various stakeholders (teachers, principals, and community members) would enrich the validity and depth of future findings.

The results of this study can serve as a foundation for school policy development aimed at strengthening school-family partnerships. This is particularly relevant in 3T (underdeveloped, frontier, and outermost) regions such as Maumere, where family support serves as a strategic component for improving educational quality in a sustainable manner.

Conclusion

This study concludes that parental involvement in supporting students' motivation and academic discipline at Muhammadiyah Senior High School Maumere is manifested in four key roles: providing encouragement, serving as positive role models, assisting with learning difficulties, and offering rewards for effort and achievement. When carried out consistently, these roles contribute positively to students' academic performance, the development of disciplined learning habits, and the strengthening of character. The key finding indicates that the quality of consistent attention and involvement at home has a more substantial impact than parental education level or economic status. The scientific contribution of this research lies in its emphasis on the importance of parental engagement in the context of 3T (underdeveloped, frontier, and outermost) regions, which are often underrepresented in existing literature. The novelty of this study lies in its demonstration that simple yet consistent parent-child communication can create a supportive learning environment, even under socioeconomically constrained conditions. Based on these findings, schools are encouraged to develop intensive partnership strategies with parents through sustained two-way communication and active involvement in academic activities. Further research is recommended to explore parental involvement across diverse school settings and regional contexts to broaden the scientific understanding of the family's role in education.

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Author's Notes

The author declares that there is no conflict of interest regarding the publication of this article. The author confirms that this article is original and free from any form of plagiarism.

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